

CHAPTER VI

GRADE FIVE

A. The Ten-Year-Old and the Social Studies Program

No single child will conform in all respects to the picture outlined here. The description is provided as a general guide to the characteristics and needs of a ten-year-old in the Social Studies Program in our schools, and to illustrate the cyclical and upward thrust of child growth and development with its periods of outwardness and activity and of inwardness and quiet. Certainly every child has a unique pattern of growth but the pattern is a variant of a basic ground plan. The concept of growth, as an unbroken sequence is important to the teacher as he or she recognizes the value of understanding what has happened to the child in the previous stages of development, what is happening now, and what potentials for learning achievement will arise in the next stage.

Ten-year-olds are poised, relaxed, and like seven-year-olds, are introspective and reflective, but at this age they reach a point of balance and adaptation to their world that they have never had before and may not have again for another decade. This good adjustment can be seen in the school behaviour of ten-year-olds. They are cooperative, considerate, and responsible to authority. They want to learn, are greatly stimulated by praise and success, like to plan in groups, think for themselves, and make decisions. They are soaking up information rather than integrating it, but perhaps this is a necessary preparation for the attempts at integration that will come later. They are developing the ability to conceive of geographical space and to form concepts of successive epochs. Tens enjoy research. They read rea-

listic literature, look for heroes in historical characters and in young adults within their observation and from whom they derive value codes. They are happily busy and active in whatever they do, know the sheer joy of living and playing, and have the stamina and rebound needed in physical activities.

Social Studies, if taught from the point of view of social problems to be solved, and of our province's heroes and their great deeds, can be high on the ten-year-olds list of favourite subjects. Tens benefit from opportunities to dramatize, to discuss, to read and write about certain typical customs and experiences of the people who lived in Newfoundland and Labrador in earlier times. They can undertake a study of our history and make comparisons between the past and present. As ten-year-olds learn in social studies to move from the "here and now" backward to the distant and long ago and to the emerging future, teaching emphasis will be on temporal and spatial concepts, on people's needs and interdependence, on environment and resources, on citizenship, values, and ideals, and on skills of information gathering and problem solving.

B. Objectives of the Grade Five Social Studies Program

The theme and areas of emphasis for Social Studies in Grade Five as explored in The Master Guide are:

Our Province, Newfoundland and Labrador.

Areas of emphasis include: the story of the sea; the story of the land; how the natural resources have been utilized for the basic needs of people and how they will contribute to the province's future development; human adventure stories that relate the history of Newfoundland and Labrador as they focus on aspects of the province's regional, economic, cultural and political growth.

Expected Outcomes. An understanding of how geographic factors influence living in the various regions of Newfoundland and Labrador and how the people of these regions meet their needs; a knowledge and appreciation of our resources of land and sea; an appreciation of our heritage; a pride in our history; an understanding that patterns of life change and are changing continually as a result of increased knowledge and scientific and technological advance; and a faith in our province's future.

A balance of learning experiences within a theme can be provided for by focusing general objectives on each area of the social studies - knowledge, values, and skills. General objectives tell what the theme is to accomplish and lead to more specific instructional objectives conceived in terms of learning behaviour. General objectives also outline the manner in which pupil accomplishment of the objectives will be evaluated.

The Grade Five teacher should adapt the outline of objectives presented below to the ability, maturity, and experiential background of pupils.

THEME: OUR PROVINCE, NEWFOUNDLAND AND LABRADOR

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Major Understandings

The role of the individual in family, school and church in the community.

Concepts of time, place, distance, and sequence of events.

* Environment affects people's ways of living, and people, in turn, modify and change the environment.

* The effect of geographic conditions on ways of living.

The basic needs of people are the same everywhere.

Interdependence is a constant factor in human affairs.

* Conservation and utilization of natural resources.

The nature of democracy, including knowledge of the democratic process.

Knowledge Objectives

Area of Emphasis

The story of Newfoundland and Labrador is the story of land and sea, of people interacting with the sea, land, and climate to meet their needs; of natural resources, their utilization and conservation; of the human adventures of early peoples and of men and women who planned and worked to build a colony and a province; of patterns of change in occupations, communications, transportation, education, culture, and government; of interesting places, tradition, folklore, music, and art; of today, yesterday, and the future.

Specifics

Children will know

Newfoundland and Labrador's Geographic Features

What We Are

geographic setting in relation to Canada and the World

size and shape

* water features

Atlantic Ocean, Labrador Sea, Strait of Belle Isle, currents, streams, bays, fiords, rivers, lakes, ponds

* land forms

coastlines, isthmus, peninsulas, mountains, valleys, hills, plains, islands

geographic regions

climate and weather

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Individuals differ from one another in personal values, attitudes, personalities, and roles but, at the same time, the members of a group possess certain common values and characteristics.

Culture is socially learned. It consists of the knowledge, values, and skills which are developed in human groups and which serve as the established rules of group life.

* Recognition of, and adjustment to societal and cultural change.

* The history of a community has a definite bearing on the culture, traditions, beliefs, attitudes and ways of living of its people.

Community life in Newfoundland, Canada, and selected parts of the world.

* Public issues affecting the local community.

Rights and duties of citizenship.

how the environments of sea, land, climate, and weather influence the lifestyles of the people

Newfoundland and Labrador's Natural Resources

* What We Have

fisheries, forests, minerals, soil, wildlife, water, discovery of oil

utilization and conservation of natural resources
industries and trade
interdependence of regions
recreation
tourist trade

Newfoundland and Labrador's People

The Way We Were

first peoples

explorers and settlers
the problem: to fish or to settle

individuals who brought the new-found-land to colony status, and Responsible Government

the people's resourcefulness, sacrifices, and courage during a great fire, a bank crash, economic depression, and Commission of Government

Newfoundland and Labrador Today

The Way We Are

Confederation with Canada - the tenth province

a time of change and rapid development

occupations, buildings, communications, transportation, recreation, and education

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

The role of government
in human affairs..

the contributions of con-
temporary men and women to
the province's growth

cultural change

the central role of values

Newfoundland and Labrador's Future

What We Can Be

changing needs

jobs, energy, education,
standard of living

meeting our needs

human and natural resources
interdependence (community,
region, province, nation,
world)

an educated citizenry
democratic institutions
a sound value system

realizing our potential

a province as great as its
people today and yesterday

The impact of industrial
and technological change.

The above outline of knowledge objectives should be developed in social studies classes with the maturity level of fifth graders in mind. These children are beginning to enjoy research. They want to know where they are, what they have, who they are, where they came from, and where they are going. The story of Newfoundland and Labrador is their story to be related in an interesting, human experience way, telling just enough to motivate eager, inquisitive fifth graders to think and to find out for themselves.

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Values, Appreciations, and
Attitudes

Values, Appreciations and Attitudes

\ Empathy
 \ Sharing
 Honesty
 \ Industry
 Truth
 Loyalty
 Trust
 Justice
 Self-discipline
 Wise use of leisure time
 * Respect for self
 * Respect for others
 * Appreciation of our heri-
 tage
 Respect for the right of
 the majority to prevail
 and the rights of the
 minority to be respected
 and protected
 Concern for the welfare
 of others
 Reliance on reason and
 reflective thinking
 Deep faith in the pro-
 vince's future
 Sense of social responsi-
 bility and social compe-
 tence.

Social studies confronts questions rooted in attitudes and values. As Grade V children become involved in a study of their province, they can develop

respect for the courage, sacrifice, and achievements of the early settlers in the province

an appreciation of the contributions that men and women have made, and are making, to our culture

an appreciation of the dignity and worth of individual personality

respect for the rights of native peoples

* an interest in the way geography influences the lives of people

an interest in the growing interdependence characteristic of our times in this province and throughout the world

a realization of the obligation to use our natural and human resources wisely

the use of intelligence in guiding behaviour

a willingness to assume responsibility in group endeavours

high regard for the home, school, church, government and other institutions that are important to our way of life

an appreciation of the rights and duties of citizens. The desirable values of empathy, justice, loyalty, work, cooperation, honesty, and the joy of living.

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Skills

Skills

Skills are processes or ways of doing. To deal effectively with social studies, content calls for a variety of skills. In Grade Five, emphasis is placed on

Language and Thinking Skills

listening for a purpose, reading, observing, writing, discussing, dramatizing, role-playing, making oral presentation of written reports, critical and creative thinking, judgement skills which include problem solving, gauging the relevance of materials, and distinguishing fact from fiction.

Information Gathering
(study skills and work
habits)

locating information by means of the communications skills wherever possible, using the dictionary and reference materials, classifying, outlining, collating, summarizing, and presenting reports in written form, using and interpreting textbooks, maps, cartoons, charts, posters, graphs, timelines, and tables.

Social Skills

working as members of a group in leadership and followship roles for the achievement of a common purpose; becoming responsive to the needs of others; developing modes of behaviour consistent with democratic values, e.g., responsibility, cooperation, open-mindedness, and concern for others; developing group-action skills and social competency.

Temporal Skills

relate the past to the present; envision the future; interpret sequence of events, see cause and effect relationships; form an understanding of terms that designate temporal units, e.g., generation, century; think of an event as part of a chronological series of events;

MAJOR UNDERSTANDINGS, VALUES,
AND SKILLS

KNOWLEDGE, VALUES, AND SKILLS OBJECTIVES

Map and Globe Skills

understand and construct time lines; become time conscious.

review the map and globe skills of the previous grade and begin to achieve fundamental skills of map usage; have a definite idea of the province's size, shape and boundaries; large and small scale maps; use of the atlas; use of the standard classroom wall map; interpretation of more complex map symbols, diagrams, and charts; using maps to deal with location, distance, climate, population, travel routes, natural resources, and areas in the news; latitude and longitude; day and night and sun relationships; the globe is the only true map; understanding why the globe is tipped; location of north and south pole and equator; concepts of weather, climate, temperature; concepts of various geographical terms, e.g., island, isthmus, peninsula, gulf, strait, harbour, port, sea-level, cape, coast, tides, etc.

C. Suggested Learning Activities

Learning activities cannot be listed as isolated experiences. They are planned as means of learning to foster the knowledge, values, and skills objectives which are being developed within a lesson or unit of study.

Learning activities in Grade Four are of significance

when they provide opportunities for children to gain deeper and more accurate understandings of our province

when they build sound attitudes toward people in other Canadian provinces and in other world cultures

when they help children develop increased understanding of democratic values and traditions

when they provide situations for children to learn how to solve problems through critical, constructive, and creative thinking

when they help children to learn to accept the fact that their province is changing rapidly and that the change can be directed and controlled as people work together cooperatively

when they help children learn essential social studies skills such as interpreting maps and globes and developing a sense of space, time, and chronology

Learning activities should always develop reasoning in children. Each activity can be given the instructional emphasis required at the time - cognitive, affective, or psychomotor - but it is to be remembered that thinking, valuing, and doing are not separate ways of knowing. Teachers will want to design and select activities conditioned by the nature and needs of the children in their classes as well as by the social studies objectives to be achieved. The following are samples of learning activities that can be used in social studies classes in Grade Five.

Think, Value, and Do

Many children have travelled about the province of Newfoundland and Labrador on automobile trips, buses, and planes. They know people who have travelled or lived in other parts of the province. Interesting class discussions can be based on the things the children saw on their trips, on pictures they took, on the places they visited, and the people they met. These firsthand experiences shared with the group stimulate pupils in the social studies

class to want to learn more about the province. These experiences also provide interesting material for written accounts, oral presentations, and art expression.

Have an exhibit of picture postcards about the province.

Make posters or a frieze showing how we can help with our province's or community's program for: safety, good health, protection of property, clean streets and parks; conservation and protection of wild life and marine life and other natural resources.

On an outline map of the province, mark the location of important towns and cities. What natural resources and industries help the people in these towns and cities to meet their needs?

Make a "who's who" scrapbook of famous men and women of Newfoundland and Labrador.

Make a large relief map showing the province's chief physical features. Locate, and mark with identifying markers, the fishery, mining, farming, manufacturing, logging, and/or other major areas.

Make a mural showing important events in the historical development of the province. At the base of the mural, make a time line for these same events.

Talk with parents, teachers and other adult friends and report orally and/or in writing to the class on ways by which they help with provincial and municipal government, such as: paying taxes, serving on a jury, holding public office, obeying laws, etc.

Make a chart or poster about all the ways the province is important to the Canadian nation.

Make a class book of pictures and stories about "What we like best about our Province".

Pupils love to sing songs and ballads which are associated with their province or their particular region of the province. Approaches through art, literature, or music offer many opportunities to stimulate interest in the study of Newfoundland and Labrador.

Draw or paint pictures of the province's coat of arms, and the flower emblem of the province.

List the important natural resources of the province. On an outline map draw appropriate symbols to indicate where these resources are found.

Dramatize an important event in Newfoundland and Labrador's early history - The Way We Were.

When you are grown up what will you expect from your province? Use tapes like these: standard of living, schooling, government, recreation, etc.

Conduct an activity of a "Front Page Challenge" format. A pupil will be a particular figure in Newfoundland and Labrador history, e.g., John Cabot, Dr. Grenfell, John Guy, and so on. Assign a panel who will try to establish the identity of the challenger and who will then obtain more information about the historical character by questioning the challenger.

Collect pictures of animals native to Newfoundland and Labrador.

Make a poster in which you advertise your province as a tourist resort. Prepare a leaflet to accompany and explain the poster.

Select an issue of importance to our province at this time, e.g., offshore oil, the Quebec-Labrador boundary, the spruce budworm, and so on. Have pupils research the topic through newspaper clippings, interviews, TV viewing, etc., and report to the class orally and in writing on their findings.

D. Pupil Evaluation

Pupil evaluation in the Grade Five Social Studies Program has, as its basis, the knowledge, values, and skills objectives of the program. When the Grade Five teacher has a clear understanding of the program's objectives, she or he makes use of a variety of evaluative techniques - observation, listening, talking to pupils in and out of the classroom, written tests, oral quizzes, checklists, print and art expressions, pupil folders of sample work, anecdotal reports, etc. - to ascertain each child's growth in three areas: (1) the expansion and depth of knowledge; (2) their changed behaviour in the area of values, attitudes, and appreciations, and (3) the development of skills in thinking, language, information gathering, social living and group processes, problem solving, and handling the tools of the social studies. The teacher is the judge of the techniques best suited for each activity. (See Chapter VIII for practical points for teachers on evaluation).